

**HEADTEACHERS' CHARACTERISTICS INFLUENCING
INSTRUCTIONAL SUPERVISION IN PUBLIC PRIMARY
SCHOOLS IN KASARANI DISTRICT, KENYA.**

Macharia Gilda Wawira

**UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 30197
NAIROBI**

**A Research Project Report Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Education in Educational
Administration**

University of Nairobi

2012

DECLARATION

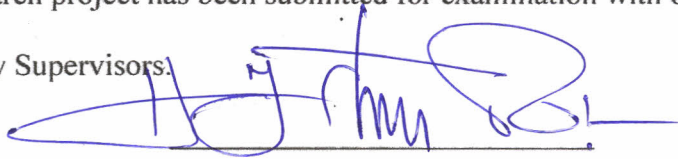
This research project is my original work and has not been presented for a degree in any other university.



Macharia Gilda Wawira

E55/64158/2010

This research project has been submitted for examination with our approval as University Supervisors.



Dr. Jeremiah M. Kalai

Lecturer

Department of Educational Administration and Planning

University of Nairobi



Dr. Daizy P. Matula

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this work to my husband Gerald Macharia, my daughter Lynn Njeri and son Dennis Mwangi.

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to the Almighty God for blessing me with good health, protection and wisdom throughout the course. Profound appreciation to my supervisors Dr. Jeremiah M. Kalai and Dr. Daizy P. Matula who supervised my work diligently. I am grateful to all members of the Department of Educational Administration and Planning for their commitment, support and professionalism.

To all my family members: my husband Gerald, son Dennis, daughter Lynn and nephew Chege for their moral and technical support.

I sincerely thank my dear parents Linus Munene and Ellen Wanjiku for giving me moral support, and my now deceased mother-in-law for according me peace of mind while I studied. Thanks to my brothers, sister, in-laws, and friends who continued encouraging me. May God bless them all.

ABSTRACT

The rationale for this study was that the headteacher plays a very vital role as the first and resident supervisor in a school which leads to the realization of an enhanced performance in the teaching/learning process. Headteachers' performance in instructional supervision, therefore, has significant influence on teachers' performance in the teaching and learning process and consequently, students' performance in K.C.P.E. Performance in public primary schools in Kasarani District has not been good for in the last three years, out of the possible 500 marks the district has been recording a below average mean standard score. The purpose of this study was to examine headteachers' characteristics influencing instructional supervision in public primary schools in Kasarani District, Kenya. Specifically, the objectives of the study were: to determine the extent to which headteachers' gender, administrative experience, level of professional training and workload influence their instructional supervision practices. Moreover, the study also sought to establish whether headteachers' staff involvement in management and provision of physical and material resources influence instructional supervision.

The study was based on Ludwig von Bertalanffy's (1968) systems theory. The study's target population constituted all the 25 public primary schools from which a sample of 20 headteachers and 160 teachers was selected. Simple random sampling, purposive sampling and stratified random sampling were used to sample the schools, headteachers and teachers respectively. Two questionnaires were used to collect data. Statistical Package for Social Sciences (SPSS) was used to analyse the data and the Pearsons product moment correlation coefficient was employed to validate the tool.

The findings of the study indicated that headteachers supervised their teachers when teaching and discussed the observations with the respective teachers irrespective if the headteachers' gender. Supervisory activities were found not to be significantly related to headteachers' experience. The study also found no significant relationship between headteachers level of professional training and most of their supervisory activities. Further, the findings indicated that despite headteachers' heavy workload there was no significant influence of the same element on instructional supervision. Notably, most headteachers were however, not well endowed in accounting knowledge. The study, therefore, concluded that headteachers in Kasarani District executed their instructional supervisory function effectively, that supervisory activities were not significantly related to headteachers' gender, administrative experience, level of professional training and headteachers' workload.

Further, headteachers consulted teachers on instructional matters, provided and supervised maintenance of physical and material resources effectively. However, they lamented about over enrolment in the schools. A conclusion was then made

that Free Primary Education led to large enrolments which posed challenges on the resources available within the schools in the district. The study further recommended that the Ministry of Education either deploys accounts clerks to schools to deal with government money disbursed to schools. Alternatively, formulate intensive training programmes on accounting knowledge to enhance headteachers' competence in handling school accounts. The study finally recommended further research on the reasons behind the perennial poor performance in the district since this study ruled out the headteacher characteristics as the possible cause.

TABLE OF CONTENT

Title	Page
Declaration	i
Dedication	ii
Acknowledgements.....	iii
Abstract	iv
Table of content	vi
List of tables	x
List of figures	xii
List of abbreviations and acronyms	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background of the study	1
1.2 Statement of the problem	6
1.3 Purpose of the study	7
1.4 Objectives of the study	7
1.5 Research questions	8
1.6 Significance of the study.....	8
1.7 Limitations of the study	9
1.8 Delimitations of the study.....	10
1.9 Assumptions of the study.....	10
1.10 Definition of significant terms	10
1.11 Organization of the study.....	11

CHAPTER TWO

LITERATURE REVIEW

2.1	Introduction.....	13
2.2	Meaning and purpose of supervision.....	13
2.3	Headteachers' characteristics and instructional supervision.....	14
2.3.1	Headteacher's gender and instructional supervision.....	14
2.3.2	Headteacher's experience and instructional supervision.....	15
2.3.3	Head teachers' professional training and instructional supervision.....	16
2.3.4	Headteachers' staff involvement and instructional supervision.....	18
2.3.5	Headteachers' workload and instructional supervision.....	19
2.3.6	Provision and management of material and physical resources.....	20
2.4	Summary of literature review.....	21
2.5	Theoretical framework.....	22
2.6	Conceptual framework.....	24

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction.....	26
3.2	Research design.....	26
3.3	Target population.....	27
3.4	Sample size and sampling procedures.....	27
3.5	Research instruments.....	28
3.6	Validity of instruments.....	29
3.7	Reliability of the instrument.....	29
3.8	Data collection procedures.....	30
3.9	Data analysis techniques.....	31

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1	Introduction	32
4.2	Demographic information on respondents	32
4.3	Gender of respondents	33
4.4	Influence of headteachers' gender on instructional supervision	44
4.5	Influence of headteachers' experience on instructional supervision	53
4.6	Headteachers' professional qualification and instructional supervision	55
4.7	Influence of headteachers' workload on instructional supervision	57
4.8	Involvement of staff in management and instructional supervision	64
4.9	Influence of headteachers' provision of resources on supervision	71

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	77
5.2	Summary of the study	77
5.3	Summary of findings	78
5.4	Conclusions	80
5.5	Recommendations	81
	REFERENCES	84

APPENDICES

Appendix I	Letter of introduction to the respondents	89
Appendix II	Questionnaire for head teachers	90
Appendix III	Questionnaire for teachers	96
Appendix IV	Order of merit in KCPE analysis 2009-2011	101

Appendix V	Authorization letter	102
Appendix VI	Research permit	103

LIST OF TABLES

Table		Page
Table 3.1	Sample size and sampling procedures	28
Table 4.1	Distribution of headteachers by gender	33
Table 4.2	Distribution of teachers by gender	34
Table 4.3	Academic qualifications of headteachers.....	35
Table 4.4	Academic qualifications of teachers.....	36
Table 4.5	Professional qualifications of headteachers	37
Table 4.6	Professional qualifications of teachers	38
Table 4.7	Distribution of headteachers by administrative experience	39
Table 4.8	Distribution of teachers by teaching experience	40
Table 4.9	Duration teachers stayed at their current school	41
Table 4.10	Distribution of teachers by hierarchical status.....	42
Table 4.11	Distribution of schools by size	43
Table 4.12	Number of courses attended by headteachers	44
Table 4.13	Headteachers' classroom observation.....	45
Table 4.14	Discussions with teachers after classroom observation.....	46
Table 4.15	Checking of the schemes of work	47
Table 4.16	Checking of Lesson notes and plans.....	48
Table 4.17	Checking of records of work covered.....	49
Table 4.18	Supervision of stores records and inventories.....	50
Table 4.19	Supervision of accounting records	51
Table 4.20	Headteachers' work load and classroom teaching.....	58
Table 4.21	Workload and parents /community relations	59

Table 4.22	Headteachers' workload and attendance to meetings.....	60
Table 4.23	Headteachers' workload and classroom observation.....	61
Table 4.24	Headteachers' workload and teachers' monthly returns.....	62
Table 4.25	Headteachers' induction of new teachers	65
Table 4.26	Headteachers' consultation of teachers before placements	66
Table 4.27	Headteachers' involvement of teachers in solving problems.....	67
Table 4.28	Involvement of teachers in supervision by headteachers.....	68
Table 4.29	Headteachers' involvement of teachers in community relations	69
Table 4.30	Provision of teachers' guides	71
Table 4.31	Provision of class timetable	72
Table 4.32	Adequacy of desks per student.....	73

UNIVERSITY OF NAIROBI
 KIKUYU LIBRARY
 P. O. Box 30197
 NAIROBI

LIST OF FIGURES

Figure		Page
Figure 2.1	Relationship between variables on headteachers' supervision.....	24
Figure 4.1	Pearson's correlation coefficients on gender	52
Figure 4.2	Pearson's correlation coefficients on headteachers' experience..	54
Figure 4.3	Pearson's coefficients on headteachers' professional training.....	56
Figure 4.4	Pearson's correlation coefficients on headteachers' workload. ...	63
Figure 4.5	Pearson's coefficients on involvement of teachers in supervision	70
Figure 4.6	Pearson's coefficients on headteachers' provision of resources..	76

LIST OF ABBREVIATIONS AND ACRONYMS

APSI	Assistant Primary School Inspector
ATS	Assistant Teacher Status
BOG	Board of Governors
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
PTA	Parents Teachers Association
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The fundamental aim of any learning institution is to provide quality education to its students by imparting skills, values and knowledge in various disciplines. Quality education highly depends on the nature of the teaching and learning process that takes place in the school. Great emphasis should, therefore, be put on improving the conditions which surround the learning and growth of students and teachers. This can be attained through effective instructional supervision. There is a general agreement among researchers in the field of instructional supervision that there is need for more research on how supervision is carried out in schools. As Blasé and Blasé (2004), put it, “there is not much published description of how instructional supervision is actually carried out and how teachers are affected by such supervision.” Robinson (1969) says that headteachers play both the organizational and administrative role. This enables them to make the necessary changes to improve the teaching and learning situation. The headteacher, therefore, assumes the pivotal position of supervision leadership; he/she is the resident supervisor in a school.

Supervision in Britain began with the establishment of Her Majesty the Inspectorate (HMI) in 1939. Kimeu (2010) states that, a privy of council which comprised Ministers of the Crown was appointed to prepare a plan for education

and introduce improvements in the education system. The HMI obtained details of the plans and specifications of buildings, arrangements of desks and playgrounds. They enquired on the school's financial position and the availability of books, the proposed methods of instruction and discipline. They also examined each class and gave a report on the timetable (Clegg & Billington, 1994).

In Tanzania, the management of education and vocational training is through the Ministry of Education and Vocational Training. The responsibility of the ministry is to supervise, manage, inspect schools, plan and coordinate all educational matters. The effectiveness of the head teacher in supervision aims at raising the teacher's level of commitment and time on task. The head teacher is expected to have high levels of transparency and accountability in dealing with teachers. Their effectiveness of supervision is a critical factor in achieving quality education (Tanzania Ministry of Education and Vocational Training, 2005).

In Kenya, responsibility for the education system is vested in the Ministry of Education (MoE) Laws of Kenya (1980). Supervision by inspection has long been and still is a major device employed by the Ministry of Education to monitor education quality in the country. Among the determinants of quality education according to Republic of Kenya (2002), are the availability of qualified and motivated teachers, conducive environment for teaching and learning, including the curriculum, facilities, resources available for their provision, and the tools for

evaluation. Further, the focus of the government, parents and other stakeholders is on the need to provide services that are commensurate to the costs incurred in provision of such services.

Instructional supervision in Kenyan schools is one of the roles of headteachers who are directly concerned with performing routine duties such as teaching, supervising prep and providing instructional leadership in the school. They are strategically placed to perform these tasks because they operate from the school by virtue of their assignment. This is unlike external supervisors from the Ministry of Education who operate outside the school in the sense that they are attached to offices at national, provincial or district levels. The MoE is specific about the instructional supervisory role of the headteacher. A Manual for the Heads of Schools in Kenya (1987), spells out the duty of the headteacher as to check the teaching standards with reference to schemes of work, lesson notes, records of work done and pupils' exercise books. There should also be actual visits to the classroom to see the work of individual teachers. However, despite the government's effort in ensuring quality education, Kasarani District has been performing dismally.

While performing their instructional supervision, however, certain factors may influence head teachers' effectiveness militating against effective instructional supervision. In a study to determine the professional development needs of

secondary school heads, the needs of female headteachers tended to be higher than those of the male (Koech,1994). On the constraints and challenges to effective primary school management in Eriteria, majority of the school directors 24 (92%) out of the possible 26 were male and only two (8%) were female. Regarding teacher-perception of the female directors, the teachers praised them for being good and effective school managers who paid a lot of attention to the needs of teachers and for being very committed to their work; they were rarely absent from school (Mwiria,1995).

Lack of or limited professional training and experience could explain some of the deficiencies in the management practices of some school directors (headteachers) (Mwiria, 1995). Moreover, Eshiwani (1984), studied factors influencing performance among primary pupils in western Kenya and recommended that it is necessary to determine the minimum level of experience of the head teacher before being promoted to leadership.

Involvement of teachers in participatory leadership is a moral right because of the nature of their commitment in effort and time within the school. This helps in reducing teachers' feeling of alienation in school organizational life (Bulinda, 1999). Further, participatory leadership has the beneficial results of overcoming the destructive human consequences of hierarchical bureaucratic organization (Cohen, 1985).

The headteacher is a supervisor as well as a teacher and this constitutes his/her workload. Of the enormous number of tasks school principals perform each day, only 11 percent relate to instructional leadership (Flath, 1989). Provision and management of material and physical resources is part of headteachers' supervisory duties. Availability, adequacy and maintenance of such resources is of great importance in the learning process (Koskei, 2004).

Many studies have been carried out in the field of instructional supervision. However, the focus has been on external supervision. This has ignored the important and strategic position of the headteacher as the first and resident supervisor responsible for internal supervision in the school. In Kenya, these studies focus on the Directorate of Quality Assurance and Standards which has legal mandate to carry out supervision in public primary and secondary schools. Mutua (1988) researched on inspectoral practices in management of primary schools in Machakos District. He used different questionnaires to elicit information from the Assistant Education Officer, District Assistant Primary School Inspector, and Teacher Advisory Centre Tutors. All these are external supervisors who visit schools in their area of jurisdiction following their schedule of school visits. Moreover, a study on supervisory practices in Kimilili Division of Bungoma District, recommended further research on the effectiveness of head teacher supervision of teachers, as compared to supervision of teachers by office-

based officers (Nakitare, 1980). It was only prudent, therefore, for the researcher in this study to focus on headteachers' instructional supervision.

Although Anyango (2007) focused on supervisory functions of head teachers, she did not highlight the factors that influence their effectiveness while engaging in instructional supervision. From the foregoing discussion and recommendations, therefore, this study, sought to examine headteachers' characteristics influencing their instructional supervision in public primary schools in Kasarani District.

1.2 Statement of the problem

The KCPE results in Kasarani District have generally been poor over the last three years. Performance is seen to have assumed a downward trend. This can be observed in the table presented in Appendix IV showing the mean score for public primary schools in Kasarani District in KCPE from 2009 to 2011. The district was ranked among the poorest in performance for the last three years registering a below average mean score each year.

The question, therefore was, what could be the cause of this poor performance? Could instructional supervision be a major cause? Sifuna (1974) proposed that poor school performance is attributed to lack of adequate and close supervision of teachers. Studies have been carried out in the field of supervision in many parts of Kenya; however, most of them focus on external supervision with only scanty

information on internal supervision which is the core role of the headteacher. This study, therefore, sought to examine headteacher characteristics influencing instructional supervision in public primary schools in Kasarani.

1.3 Purpose of the study

The purpose of this study was to examine headteachers' characteristics influencing instructional supervision in public primary schools in Kasarani District, Kenya.

1.4 Objectives of the study

The following objectives guided this study:

- i) To determine the extent to which headteachers' gender influences their instructional supervision.
- ii) To determine the extent to which headteachers' experience influences their instructional supervision.
- iii) To establish the influence of headteachers' level of professional training on instructional supervision.
- iv) To establish the extent to which headteachers' workload influences their instructional supervision.
- v) To determine the extent to which headteachers' involvement of staff in management influences their instructional supervision.

- vi) To determine the extent to which headteachers' adequate provision and management of material and physical resources influences their instructional supervision.

1.5 Research questions

This study sought to answer the following questions:

- i) To what extent does headteachers' gender influence their instructional supervision?
- ii) To what extent does headteachers' experience influence their instructional supervision?
- iii) To what extent does headteachers' level of professional training influence their instructional supervision?
- iv) To what extent does headteachers' workload influence their instructional supervision?
- v) To what extent does headteachers' involvement of staff in management influence their instructional supervision?
- vi) To what extent does headteachers' adequacy in provision and management of material and physical resources influence their instructional supervision?

1.6 Significance of the study

The findings of this study, if made public may be used by headteachers to formulate school supervisory strategies. Secondly, the Kenya Education Management Institute (KEMI) may use them to formulate teacher education

programmes including in-service training for headteachers. The findings would be made available to the Directorate of Quality Assurance which may use them to improve instructional supervision in primary schools. The findings were expected to help identify training needs of headteachers and other supervisors in the school. All these to the benefit of effective instructional supervision, improved teaching and learning, hence improved student performance. Lastly, the findings would be an added body of knowledge in educational management to be used by scholars.

1.7 Limitations of the study

Limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations (Best & Kahn, 1998). The major limitation of this study was that it was not possible to control the attitudes of respondents as they gave their responses which would affect the validity of the responses. The researcher, therefore, assured them that while their responses would be used only for the purposes of the study, their identities would be treated with utmost confidentiality. The study was specific to Kasarani district and would, therefore, not be generalized to other districts which are not likely to reflect similar social class, structure and attitude to that of Kasarani. The findings of the study would, therefore, need to be applied in other places with caution.

1.8 Delimitations of the study

The researcher collected data from public primary schools within Kasarani District only. The study targeted headteachers and teachers of the selected schools only.

1.9 Assumptions of the study

The study was based on the following assumptions:

1. That head teachers were properly inducted and prepared for their supervisory functions in primary schools.
2. That primary school teachers were trained and were aware of the supervisory role of the headteacher.

1.10 Definition of significant terms

Headteachers characteristics refer to headteachers personal attributes or behaviours that may influence their supervisory function.

Instructional supervision refers to the management of the teaching and learning process by headteachers in schools entailing those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom.

Management is used here to include instructional leadership.

Provision and management of resources refers to acquisition, allocation, maintenance and improvement of material and physical resources by headteachers in their respective schools.

Professional training refers to the preparation given to headteachers prior to their appointment that enable them perform instructional supervision.

Staff involvement in this study refers to the extent to which a headteacher uses participatory or non-participatory approaches in management/supervision.

Student/ pupil used interchangeably here to mean learner in a primary school.

Workload is used here to mean headteacher's various administrative tasks including teaching.

1.11 Organization of the study

The study was organised in five chapters. The first chapter consisted of the introduction and contained the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and the organization of the study. Chapter two consisted the literature review and focused on the meaning and purpose of supervision, headteachers' characteristics that influence instructional supervision, theoretical framework and conceptual framework of the study.

Chapter three focused on the research methodology. It comprised the research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques. Chapter four comprised the data

analysis, presentation and interpretation while chapter five dealt with the summary of research findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the meaning and purpose of supervision, headteachers' characteristics, that influence instructional supervision, summary of literature review, theoretical basis of the study and the conceptual framework of the study.

2.2 Meaning and purpose of supervision

There are various definitions of supervision as stated by different authors. Acheson (1987) defines supervision as the ability to perceive desirable objectives in school and to help others contribute to the vision and act in accordance with the process of bringing about improvement of instruction by working with people who are working with pupils. Lucio and McNeil (1976) indicate that it is the ability to perceive desirable objectives in school and to help others contribute to the vision and act in accordance with it. Instructional supervision, according to Harris (1975), is what school personnel has to do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning. Dull (1981), says that headteachers' instructional leadership should be directed in several areas including scheduling of teaching and learning activities in adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment, and formulation of rules and regulations governing students' and teachers' conduct to ensure instructional competence by

facilitating teachers' professional and academic growth. According to Okumbe (1998), instructional supervision is concerned with the students' learning in the classroom.

Muoka (2007) asserts that, as a function of headteachers, instructional supervision owes its importance in the enhancement of the achievement of educational goals by operation, starting with the setting of goals, achieving those goals, implementation of those goals, then evaluation. The most recent concept of instructional supervision is clinical supervision (Okumbe, 1998). According to Goldhammer (1980) cited in Okumbe (1998), clinical supervision is that phase of instructional supervision which draws its data from first-hand observation of the actual teaching events and involves face-to-face interactions between the supervisor and the teacher in the analysis of teaching behaviors and activities for instructional improvement. All those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom characterize instructional supervision. The importance of instructional supervision can, therefore, not be overstated and head teachers should seek to be more effective when engaging in it.

2.3 Headteachers' characteristics and instructional supervision

2.3.1 Headteacher's gender and instructional supervision

Omondi (2006) carried out a study on the role performance of female head teachers in public primary schools in Bondo District. She noted that female head

teachers (71.3%) performed well in supervision including checking of documents and instruction. In motivating teaching staff (62.5%) were rated very good and majority (87.5%) were very good in maintaining good staff relations. Although a few teachers rated female headteachers as having performed below average or poorly, the performance of female headteachers was generally good. However, in a study to determine the professional development needs of secondary school heads, Koech (1994) indicated that the needs of female headteachers tended to be higher than those of the male headteachers. A study of this nature has not been conducted in Kasarani District. This study, therefore, sought to determine the extent of headteachers' gender influence on their instructional supervision.

2.3.2 Headteachers' experience and instructional supervision

Persons to be appointed as headteachers must have served as deputy heads for at least three years over which they are expected to attend an in-service course in educational management in KEMI (Republic of Kenya, 2004). Eshiwani (1983), in a study on factors influencing performance among primary pupils in western Kenya, recommended that it is necessary to determine the minimum level of experience of the headteacher before being promoted to leadership. Mwiria (1995) carried out a study on the constraints and challenges to effective primary school management in Eriteria. The study was descriptive and comparative in nature and involved teachers, school directors, pupils, parents' committee members, local leaders and school supervisors. He used questionnaires and interview schedules for data collection. In this study, majority of school directors

23 (92%) were male and only 2 (8%) were female. He noted that lack of or limited teaching and administrative experience had a great deal to do with management deficiencies seen in those with less than five years of administrative experience in this study. This kind of study has not been carried out in public primary schools in Kasarani District. This study, therefore sought to determine the extent to which headteachers' experience influences their instructional supervision.

2.3.3 Head teachers' professional training and instructional supervision.

The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (The Kamunge Report, 1988) emphasized that headteachers were central to successful management of educational institutions and implementation of the total curriculum. The report pointed out that in spite of their importance, headteachers were appointed from serving teachers most of whom had no prior training in institutional management. The lack of training adversely affected management of educational institutions and maintenance of quality and high standards of education. In-service courses and on-the- job training has been and still is the backbone of headteachers' preparation to principalship.

A number of studies in Kenya have indicated the need for adequate preparation of school headteachers. Adhola (1987) notes that, most of the headteachers were

traditionally oriented and as such do not seem to perceive that their roles are affected by changes in curriculum and educational structures. Further, Kowalchuk (1990) observes that principalship is constantly changing with increased expectations, pressures and responsibilities which must be addressed when planning professional development activities. Eshiwani (1983) subscribes to similar sentiments when he notes that decline in productivity in education has been cited as mainly caused by lack of relevant administrative skills and managerial knowledge. In addition, Mwiria (1995) notes that lack of, or limited professional training could explain some of the deficiencies in the management practices of some school directors.

On trying to find out to what extent headteachers are prepared before appointment, Muoka (2007), targeted 23 headteachers and 356 teachers in public secondary schools in Mwala Division of Machakos District while her sample comprised 15 headteachers and 180 teachers. Her study established that 41.7 percent of headteachers who responded to her questionnaire felt that the pre-service training they underwent did not equip them on how to effectively handle instructional supervision. In her findings, she stated that headteachers do not assess teachers while teaching and that one area of ineffectiveness in instructional supervision is evaluation of teachers' instructional performance. There was need for a continuous learning which would equip headteachers with the required knowledge, attitudes and skills in a changing society, as well as update their

knowledge on instructional supervision, she noted. Further, that headteachers' areas of training should include human resource management, human relations, instructional supervision, financial management and administration. Her recommendation was that this study be replicated in other areas. It was only prudent; therefore, that the researcher in this study took to establish the extent to which headteachers' level of professional training influences their instructional supervision in public primary schools in Kasarani District.

2.3.4 Headteachers' staff involvement and instructional supervision

School goals and objectives may not be achieved if the headteacher does all the work alone. Staff involvement involves helping teachers to develop further their professional knowledge and competence and remain abreast of professional advances. Enn in (Olembo et al 1992) commenting on consultation says that in order for teachers to learn they must "become involved... and they must come to grips with their own problems as they perceive them. The function of the supervisors must be to help define problems, help to structure learning situations and to find and utilize resources."

In a study on secondary school teachers' perception of principals' participatory leadership styles, Bulinda (1999) noted that participatory leadership leads to increased motivation of staff leading to better and more acceptable decisions. Such leadership is based on the recognition of growth and development needs of all teachers. Further, in a study of participatory processes used by headteachers to

enhance student discipline in public secondary schools in Nairobi, Muchiri (1998), established that almost all (97.1%) secondary school headteachers involved other members of the school community in solving discipline problems. The members mostly used were teachers, such as those in the guidance and counseling department (57.1%); class teachers (48.6%) and classroom teachers (42.9%). In addition, deputy headteachers (53.9%) chaired the school disciplinary committees. Although Mwiria (1995) stated that school directors communicate with teachers particularly on pupils' discipline, absenteeism and drop out, he further noted that school directors were not always transparent in their dealings with staff especially on matters to do with their own responsibilities and parents' involvement in school affairs. An assessment of the extent to which headteachers in Kasarani district involve teachers in management has not been conducted. This study, therefore, sought to determine the extent to which headteachers' involvement of staff in management influences their instructional supervision.

2.3.5 Headteachers' workload and instructional supervision

Headteachers are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration. This doubling up of the tasks has been a challenge to many headteachers who have constantly lamented of being overwhelmed (Morris, 1975). It also brings confusion regarding their job specification as most opt to either concentrate on one of the two tasks; teaching or administrative work. Flath (1989) noted that a typical principal performs an enormous number of tasks each

day but only 11 percent relates to instructional leadership. A study done in Nigeria by Ogunu (2005) cited lack of time as a challenge to school supervision. He asserted that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. Further, Morris (1975) laments that headteachers are a jack of all trades and as such have limited time to supervise teachers at work.

An assessment on headteachers' workload and its influence on supervision has not been conducted in public primary schools in Kasarani district. The researcher in this study therefore sought to establish the extent to which headteachers' workload influences their instructional supervision.

2.3.6 Provision and management of material and physical resources

Koskei (2004) in her study on constraints affecting implementation of F.P.E. in public primary schools in Nairobi highlighted availability and adequacy of physical facilities and materials in schools as of great importance. She cited Gakuru (1982) who asserted that the condition of school buildings is very important in the learning process, and also Omer (1996) who noted that head teachers who had not undergone in-service training were in need of further training in maintenance and repair of school plant and equipment than those who had been in-serviced. Eshiwani (1993) concurred with this view when he pointed out that schools that had best facilities were among the high achieving schools while those with inadequate facilities performed poorly in K.C.S.E. in western

province of Kenya. Moreover, Omondi (2006), in her bid to determine the role performance of female primary school headteachers notes that it is the responsibility of the headteacher to ensure that there are adequate resources to implement the school curriculum. This entails acquisition, allocation, distribution, controls and maintenance of such resources, Onyango (2001) explains. An assessment of the extent to which headteachers in Kasarani district provide adequate materials and physical resources has not been conducted. This study, therefore, sought to determine the extent to which headteachers' adequate provision and management of material and physical resources influences their instructional supervision.

2.4 Summary of literature review

Various studies carried out show that different researchers indeed agree that certain factors influence head teachers' instructional supervision. Koech (1994) notes management inadequacies among female headteachers. Both Eshiwani (1984) and Mwiria (1995) note management deficiencies in less experienced headteachers. They recommend proper pre- service training and relevant in-service courses for headteachers. However, according to Omondi (2006), gender has no significant influence on headteachers' performance in any aspect of management.

According to Adhola (1987); Kolwachuk (1990); Mwiria (1995) and Musani (2007), headteachers' professional training has significant influence on school

management including instructional supervision. On staff involvement, Buinda (1999) and Muchiri (1998) note significant influence on school management by headteachers' use of participatory or non-participatory approaches. As (Kamindo, 1998) notes, the extent to which the headteacher performs instructional supervision determines the academic performance. This study, therefore, sought to establish whether headteacher's gender, experience, level of professional training, workload, staff involvement in management and provision and management of teaching/learning resources have any significant influence on instructional supervision.

2.5 Theoretical framework

This study was based on the systems theory. One of the key founders of the systems movement was Ludwig von Bertalanffy (1968). Systems theory focuses on the relations between parts. Rather than reducing an entity such as the human body into its parts or elements (e.g. organs or cells), systems theory focuses on the arrangement of and relations between the parts; how they work together as a whole. The way the parts are organized and how they interact with each other determines the properties of that system. The behavior of the system is independent of the properties of the elements (Von Bertalanffy, 1973). Launders and Myers (1977) advocated for systems approach in educational management which involved thinking of a system as a whole in order to achieve the desired outcomes. Katherine Miller (2006) discusses the theory at three levels, namely; Systems components, Systems processes and Systems properties.

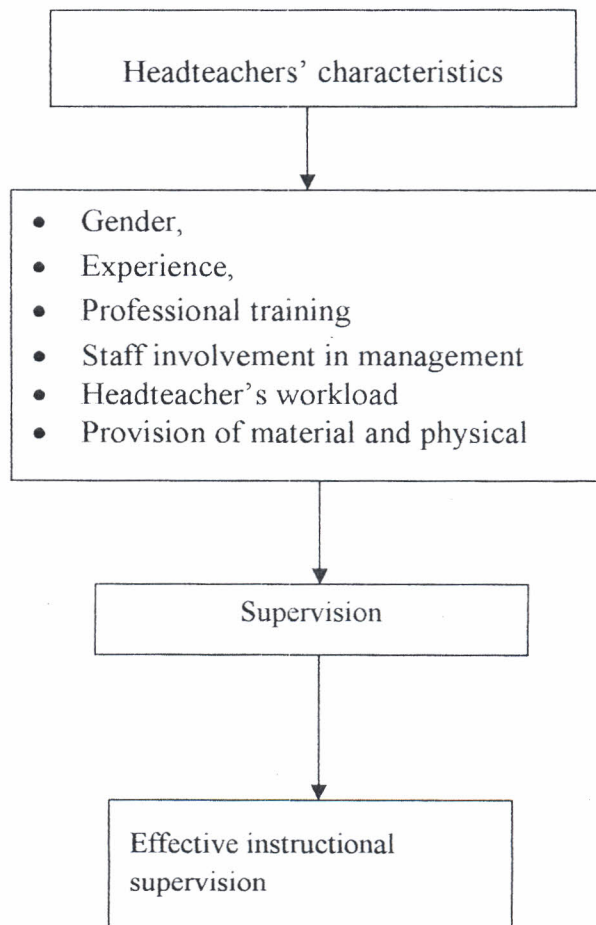
Applying the systems approach to instructional supervision, systems components include the various departments in the school on which the headteacher performs instructional supervision. In a school, systems processes include teaching and learning, methods of teaching, evaluation of teachers and students, appraisal of teachers among others. The headteacher oversees the implementation and success of such processes. According to Miller (2006), systems properties include: holism, equifinality, negative entropy and requisite variety. In relation to instructional supervision, holism entails team work, consultation with teachers in decision making, staff meetings and so on. The property of equifinality focuses on the interdependence of school components under the headteacher's supervision with the aim of achieving a common goal. Deficiencies in the flow of information and teaching/learning materials may lead to negative entropy. The property of requisite variety requires the headteacher as the school instructional supervisor to ensure that the school is adequately and appropriately prepared to deal with changes in its environment including curriculum innovations, and methodology.

Two theories, however contrast this theory. Classical theorists saw organizational design as a rational structure which could be imposed on people. On the other hand human relations theorists saw organizations primarily in terms of the needs of the individuals in them. The systems theory may not adequately meet individual needs as compared to other theories such as the human relations theory.

This is one of its weaknesses. However, it gains its strength in the manner in which its properties encompass the supervisory functions of the headteacher leading to achievement of education goals. This shows the suitability of its application to instructional supervision. The relationship between headteachers' characteristics on instructional supervision is clearly illustrated in the conceptual framework in the following figure 2.1.

2.7 Conceptual framework

Figure 2.1 Relationship between variables on headteachers' instructional supervision.



From the conceptual framework, headteachers characteristics are the key independent variables influencing instructional supervision which is the dependent variable in this study. Headteachers' characteristics include headteachers' gender, experience, professional training, staff involvement in management, workload and provision of materials and physical resources. In a school, supervision is the management of the teaching and learning process by headteachers. It entails those activities which are undertaken to help teachers maintain and improve their effectiveness in the classrooms.

When supervision is effectively implemented, the expected results will include regular instructional supervision and motivation of teachers, timely syllabus coverage, focused teaching by teachers, and commitment to work by teachers (effective instructional supervision).

On the other hand, if the process is not properly implemented, the expected result will be irregular instructional supervision, demotivation of teachers, inadequate syllabus coverage, unfocused teaching, and non-commitment to work by teachers (ineffective instructional supervision).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlighted the research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

This study used descriptive survey design to establish headteachers' characteristics that influence instructional supervision in public primary schools in Kasarani District. The choice of the descriptive survey design was made based on the fact that in this study the researcher was interested in the state of affairs already existing in the field and no variable was manipulated.

According to Gay (1992), descriptive survey research is a method used to investigate educational issues and to determine and report the way things are and were. Besides, according to Mugenda and Mugenda (1999), it is the best method available to social scientists who are interested in collecting original data for the purpose of describing a population which is too large to observe directly. Such was the data that the researcher gathered.

3.3 Target population

Borg (1996) defines target population as all members of a real or hypothetical set of subjects/people/events to which a researcher wishes to generalize the results of the study. According to Orodho (2005), target population is the set of elements that the researcher focuses upon and to which the results obtained by testing the sample should be generalized. For this study, the target population constituted all the 25 public primary schools in Kasarani District, Nairobi represented by 25 head teachers and 694 teachers (Nairobi City Council Education Department, November 2011). The respondents comprised of head teachers and teachers of the selected schools. The head teachers were chosen because they are the first supervisors in their schools. Teachers were suitable due to their constant touch with pupils in the classroom and they are the recipients of instructional supervision.

3.4 Sample size and sampling procedures.

Orodho (2005) defines sample size as a small part of the large population which is thought to be representative of the large population. Any statements made about the sample should be true for the entire population. Simple random sampling technique (Mugenda and Mugenda, 2003) was used to select 20 schools which were all mixed, day, public primary schools. Piloting was conducted in two schools not included in the final sample. To sample the teachers, 10 percent size of the accessible population as advocated by Gay (1992) was used. A total of 20

headteachers and 160 teachers were identified as the respondents for the study.

The results of the sampling were as summarized in Table 3.1.

Table 3.1:

Table 3.1 Sample size and sampling procedures

Category	population	Sample size
Schools	25	20
Headteachers	25	20
Teachers	694	160
Total	719	180

Purposive sampling was used for headteachers so that all heads of schools selected participated in the study. Stratified random sampling was used to select eight teachers in every sampled school, who were selected proportionally from the different strata. The sample, therefore, constituted 20 head teachers and 160 teachers, giving a total of 180 respondents.

3.5 Research instruments

The study used questionnaires for head teachers and teachers. According to Kombo and Tromp (2006), a questionnaire is a research instrument that gathers data over a large sample. It can reach a large number of subjects who are able to read and write independently. It was preferred as it allows for anonymity of respondents and uniformity of questions thus allowing comparability. The researcher used closed ended questionnaires which are easier to analyse, administer, and economic in terms of time and money (Mugenda and Mugenda,

1999; Orodho, 2005). Open ended questions were also used since they permit greater depths of response. Section A of both the head teachers' and teachers' questionnaire, was used to collect personal information of respondents. Section B had questions related to instructional supervision involving relevant questions to each category of the respondents.

3.6 Validity of instruments

According to Borg and Gall (1989), validity is the degree to which a test measures what it purports to. Content validity was used to validate the content employed in the instrument; expertise of the supervisor was sought. The pilot study helped to improve face validity. Administration of the questionnaire ensured internal validity while generalization of the study findings ensured the external validity of the instrument.

3.7 Reliability of the instrument

Mugenda and Mugenda (1999), define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher piloted the study in two schools not included in the main study to enhance the reliability of the instrument and help to gauge the clarity and relevance of the items. Items found to be inadequate for measuring the variables were either discarded or fine-tuned to improve the quality of the research instrument. As such, the instrument captured all the required data. The Test-Retest reliability method was used to establish the extent to which the content of the

instrument is consistent in eliciting the same response every time the instrument is administered. This involves administering the same instrument twice to the same group of subjects with a time lapse between the first and second test. The Pearson product-moment correlation coefficient formula was employed as shown below.

$$\frac{\sum xy - (\sum x)(\sum y)}{N} \div \sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right) \left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}$$

Where:

x = first test,

y = second test

$\sum xy$ = Sum of the gross product of the values of each variable.

$(\sum x) (\sum y)$ = product of the sum of x and of y

Σ = sum of the values

The study achieved a reliability coefficient of 0.88 which confirmed that the instruments used yielded reliable information. According to Mugenda and Mugenda (1999), a coefficient of 0.80 or more simply shows that there is high reliability of data.

3.8 Data collection procedures

Data collection refers to gathering specific information aimed at providing or refuting some facts (Kombo & Tromp, 2006). The researcher sought permission to

conduct research in the district by obtaining a research permit from the National Council for Science and Technology and thereafter wrote letters to headteachers to be allowed to do the study. An endorsement from the University of Nairobi authorities for the research was sought. The researcher also paid a courtesy call to the District Commissioner and the District Education Officer to inform them of the intended study. The sampled schools were visited to inform the headteacher about the study and make arrangements for issuing of questionnaires. Thereafter, *the questionnaires were administered and collected at an agreed time and date.*

3.9 Data analysis techniques

After data was collected, there was a cross-examination to ascertain the return rate. To analyse qualitative data, content analysis was done where data was structured in terms of themes, patterns and interrelationships. Data was then de-textualised through themes and summaries to make it more manageable. All data was entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). This processed the frequencies and percentages which were used to discuss the findings. To determine the extent to which headteachers' characteristics influenced instructional supervision, Pearson's correlation coefficients were used to ascertain the significance of their influence where scores of over ± 0.5 were considered significant.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the study findings according to the data collected from the field. It provides general information on headteachers' characteristics influencing instructional supervision in public primary schools in Kasarani District, Kenya. It begins with instrument return rate, demographic data of the respondents, while the other sections are based on the research questions of the study.

4.2 Instrument return rate

Two questionnaires were used to collect data among 20 headteachers and 160 teachers. A total of 179 questionnaires were returned giving a response rate of 99% which was deemed to be very good and sufficient for data analysis (Hertman 1979). The respondents were quite cooperative and the data collected was taken to be a true representation of the respondents' views due to the independence of the questionnaire method of data collection.

4.2 Demographic information on respondents

The study sought to find out the demographic information of the headteachers and teachers respective of their gender, academic and professional qualifications, administrative and teaching experience. The purpose of this information was to

find out if the performance in instructional supervision was influenced by the headteachers' characteristics.

4.3 Gender of respondents

The study sought to find out the gender of the respondents. The purpose of this information was to find out if the performance in instructional supervision was influenced by being either male or female. To determine the distribution, headteachers and teachers were asked to indicate their gender. Their responses were as shown in Table 4.1 and 4.2.

Table 4.1

Distribution of headteachers by gender

Gender	Frequency	Percent
Male	7	35
Female	13	65
Total	20	100

As shown in Table 4.1, the study observed that 65 percent of the school heads were females while 35 percent were males. This suggested that administrative experience positions within the district were dominated by females. However it was noted that the government policy on gender mainstreaming has been implemented in the district and as a result the male gender representation has

already met the required basic minimum of 30%. The gender distribution for the teachers was as shown in Table 4.2.

Table 4.2
Distribution of teachers by gender

Gender	Frequency	Percent
Male	20	13
Female	139	87
Total	159	100

Data in Table 4.2 revealed that 87 percent of the teachers were females with only 13 percent male representation. The government policy on gender mainstreaming which requires a 30% gender representation is not seen to have worked in this district. This could be the result of the high concentration of public servants and business people in Nairobi bringing along their wives who are coincidentally teachers. Hence, primary school teaching career in the district is dominated by females.

The study sought to find out the highest academic qualification of the respondents. The purpose of this information was to find out if headteachers in the district had attained the academic levels expected to equip them with adequate

knowledge on academic matters. The headteachers and the teachers were asked to indicate their respective academic qualifications and the findings were as shown in Table 4.3 and 4.4.

Table 4.3

Academic qualifications of headteachers

Qualification	Frequency	Percent
M. Ed	2	10
B. Ed	11	55
A level	2	10
O level	5	25
Total	20	100

The purpose of seeking information on academic qualifications was to find out if headteachers had attained the academic levels expected to equip them with adequate knowledge on academic matters. Data in Table 4.3 revealed that 65% of the headteachers had attained at least a Bachelor's degree in education. This *implies that most of the headteachers were well equipped to head their respective institutions.* The academic qualifications of the teachers were as tabulated in *Table 4.4.*

UNIVERSITY OF NAIROBI
 KIKUYU LIBRARY³⁵
 P. O. Box 30197
 NAIROBI

Table 4.4**Academic qualifications of teachers**

Qualification	Frequency	Percent
M. Ed	7	4
B.Ed	59	37
A level	18	11
O level	72	45
Did not respond	3	2
Total	159	100

The findings in Table 4.4 indicate a positive attribute of the study in the district because a teacher's academic and professional qualifications have significant influence on pupils' achievement (Heyneman 1976). It was encouraging to find out that most of the teachers in the district had acquired higher academic qualifications where 4 percent had attained Masters Degree certification. This suggests that teachers in the district were adequately equipped with knowledge on academic matters. The study also sought to find out the highest level of professional qualifications of respondents. The results were as shown in Table 4.5

Table 4.5

Professional qualifications of headteachers

Professional level	Frequency	Percent
Graduate	14	70
ATS I	3	15
ATS II	1	5
ATS III	1	5
Did not respond	1	5
Total	20	100

The purpose of seeking information on the level of professional qualifications of headteachers was to find out if heads of schools in Kasarani District are endowed professionally to handle instructional supervision

Findings from Table 4.5 indicate that 70 percent of the headteachers were graduate teachers with the remaining 30 percent holding various levels of approved teacher status. This confirms that 95% of headteachers in the district are highly qualified and thus able to translate and implement MoE policies and guidelines with a lot of professionalism. Results on the professional levels of the teachers were as shown in Table 4.6.

Table 4.6**Professional qualifications of teachers**

Professional level	Frequency	Percent
Graduate	56	35
ATS I	21	13
ATS II	13	8
ATS III	27	17
P1	41	26
Did not respond	1	1
Total	159	100

From Table 4.6, findings on the professional qualifications of teachers show that 35 percent of the teachers in the district were graduate teachers, and another 26 percent holding P1 status. The remaining 40 percent held various levels of Approved Teacher Status (ATS). This information helped the researcher to find out if teachers in the district met the required professional training levels.

The fact that 75% of the teachers had attained the level of ATS and above, is a confirmation that public primary schools in Kasrani District are staffed with highly qualified teachers, who are able to deliver their teaching services effectively. This was a positive attribute of the study because a teacher's academic and professional qualification has significant influence on pupils'

achievement (Heyneman 1976). Headteachers were asked to indicate their administrative experience and the results were as shown in Table 4.7.

Table 4.7

Distribution of headteachers by administrative experience

Duration	Frequency	Percent
1 -5 years	5	25
6 - 10 years	11	55
11 - 15 years	1	5
16 - 20 years	1	5
21 - 25 years	1	5
Did not respond	1	5
Total	20	100

The aim of this information was to find out if headteachers were exposed to the activities of instructional supervision in their respective schools long enough to enable them carry out their role of headteacher in instructional supervision. Table 4.7 indicates that 70 percent of the headteachers had served in administrative experience position for 6-25 years with majority (55%) in the bracket of 6-10 years. Some of the headteahers (15%) were rated as having very high experience. This confirms that headteachers in public primary schools in the district have adequate experience that would enable them carry effectively, instructional

supervision in their respective schools. The study further sought the teaching experience of the teachers in the district. The results were as shown in Table 4.8

Table 4.8

Distribution of teachers by teaching experience

Duration	Frequency	Percent
1 - 5 years	6	4
6 - 10 years	11	7
11 - 15 years	19	12
16 - 20 years	56	35
above 20 Years	67	42
Total	159	100

Table 4.8 revealed that 89 percent of the teachers had taught for not less than 11 years. The aim of seeking this information was to find out if teachers in the district were exposed to activities of instructional supervision long enough to enable them appreciate supervision as done by their headteachers and to be able to replicate such activities when they become headteachers.

The findings confirm that the teachers clearly understood the activities of instructional supervision and therefore, appreciated and embraced them for the good of improving the teaching/learning process. The study also sought to find

out how long teachers had served in their current stations. This is tabulated in Table 4.9.

Table 4.9

Duration teachers stayed at their current school

Duration	Frequency	Percent
1 - 5 years	74	47
6 - 10 years	45	28
11 - 15 years	23	15
15 - 20 years	11	7
above 21 - 25 Years	3	2
Above 25 year	2	1
Did not respond	1	1
Total	159	100

Findings in Table 4.9 show that 54 percent of the teachers had been at their current working station for not less than five years confirming that indeed the teachers clearly understood the institutional management and instructional supervision issues that existed in their respective schools.

The aim of seeking this information was to find out if teachers in the district were exposed to activities of instructional supervision to assess if they would be in a

position to give more factual information about instructional supervision. The study further enquired on the positions that the responding teachers held in the schools. The results were as shown in Table 4.10.

Table 4.10

Distribution of teachers by hierarchical status

Teacher Status	Frequency	Percent
Deputy headteacher	10	6
Senior teacher	13	8
Subject panel head	39	25
Subject teacher	97	61
Total	159	100

The purpose of seeking this information was because deputy headteachers, senior teacher and subject leaders were likely to get delegated authority from their respective headteachers on matters surrounding instructional supervision. Findings in Table 4.10 show that all the responding teachers held some position within the schools with majority (61%) being subject teachers. The study sought to find out the size of the schools and the results were as shown in the following Table 4.11

Table 4.11

Distribution of schools by size

School size	Frequency	Percent
Double streams	4	20
Three streams	11	55
Four streams	5	25
Total	20	100

The findings in Table 4.11 indicate that majority (80%) of schools in the district were large with three and four streams. The aim of seeking this information was to find out if the size of the school in any way determined the performance of haedteachers in instructional supervision. Such large schools could stretch human, material and physical resources resulting in heavy workload and inadequate supply of other resources. The study further sought to find out whether the headteacher had attended any in-service courses and the results were as shown in Table 4.12

Table 4.12

Number of courses attended by headteachers

Number of courses	Frequency	Percent
Over 10	10	50
7 - 10	2	10
4 - 6	7	35
1 - 3	1	5
Total	20	100

The reason for seeking this information was to find out if head teachers were given an opportunity to update or add new knowledge on instructional leadership. As indicated in Table 4.12, the study observed that all the headteachers had attended in-service courses with 50 percent of them attending over 10 courses in two and a half years. This is on average three courses in a year or once in a term suggesting that the headteachers were well informed on academic and professional matters and, therefore, well equipped to carry out instructional supervision in their respective institutions.

4.4 Influence of headteachers' gender on instructional supervision

The first objective of the study was to determine the extent to which headteachers' gender influences their instructional supervision. To achieve this several questions were posed to both the headteachers and teachers on the

performance of headteachers on instructional supervisory activities based on various themes. The activities included classroom observation of teachers, checking of professional documents, consultation with teachers on instructional matters, consultation with parents on school matters, provision of teaching resources and staff involvement in instructional supervision. Gender influence was then tested against the various supervisory activities to establish whether there was any significant contribution of gender to any of the activities. On how often the headteachers supervised teaching, the results were as shown in Table 4.13.

Table 4.13

Headteachers' classroom observation

Rate of occurrence	Frequency	Percent
Once a week	6	30
Once a Month	8	40
Once a term	3	15
Twice in a year	3	15
Total	20	100

While there were varied responses about classroom observation, the study, as shown in Table 4.13 established that 70 percent of the headteachers supervised their teachers when teaching at least once every month. Owing to their expanded

workload encompassing both administrative and teaching duties, headteachers probably carried out this exercise through delegations. On the other hand, 30 percent of the headteachers either failed to delegate or did not give classroom observation priority. The discrepancy on the frequency of this exercise could be attributed to the fact that majority of the headteachers delegated this role to their deputies and subject panel heads to assist ease their workload. This is confirmed in a study by Morris (1975) who lamented that headteachers are a jack of all trades and as such have limited time to supervise teachers at work. It could also be a sign of the headteachers' participatory leadership. On whether headteachers discussed their findings with the respective teachers after classroom observation, the results were as shown in Table 4.14.

Table 4.14

Discussions with teachers after classroom observation

Rate of occurrence	Frequency	Percent
Always	17	85.0
Sometimes	2	10.0
Rarely	1	5.0
Total	20	100.0

Findings in Table 4.14 show that majority (85%) of the headteachers discussed the results with the teacher after classroom observation while the remaining

(15%) did not prioritize this supervisory exercise which could be attributed to their overwhelming workload. Moreover, Ogunu (2005) asserted that school principals are so weighed down by administrative burden that they hardly find time to visit the classrooms and observe how teachers are teaching. A second reason could be that part of the 15 percent who sometimes or rarely discussed their findings after observing teachers teaching, did not find consulting with teachers necessary. Results on the supervision of schemes of work were as shown in Table 4.15

Table 4.15

Checking of the schemes of work

Interval	Headteachers		Teachers	
	F	%	F	%
Once a week	4	20	12	8
Twice a term	6	30	28	18
Once a term	10	50	119	77
Total	20	100	159	100

As revealed in Table 4.15, 50 percent of the headteachers checked the document once a term which was confirmed by 77 percent of the teachers. This was probably because schemes of work are normally submitted at the beginning of the term and editions could be under very few circumstances within the term. The

study findings clearly reveal the importance which headteachers attach to this document. On the checking of lesson notes and plans, the results were as shown in Table 4.16

Table 4.16

Checking of Lesson notes and plans

Interval	Headteachers		Teachers	
	F	%	F	%
Once a week	18	90	105	66
Twice a term	2	10	42	30
Once a term	0	0	12	4
Total	20	100	159	100

Better delivery of the teaching service is attributed to teachers' preparation prior to teaching in a classroom. Headteachers understand this better and majority (96%) of the teachers, as indicated in Table 4.16 overwhelmingly confirm. The study observed that majority (90%) of the headteachers supervised lesson notes and plans at least once every week suggesting that headteachers were more keen on the two documents as indicators of classroom teaching progress. However, four percent of teachers indicated that their lesson notes and plans were checked only once in a term. On records of work covered the results were as shown in Table 4.17.

Table 4.17**Checking of records of work covered**

Interval	Headteachers		Teachers	
	F	%	F	%
Once a week	4	20	0	0
Twice a Month	11	55	80	50
Twice a term	4	20	53	33
Once a term	1	5	26	17
Total	20	100	159	100

Similar to the Lesson notes and plans, majority (75%) of the headteachers supervised records of work covered at least once every two weeks suggesting that this was another critical record the headteachers followed as an indicator of classroom teaching progress. However teachers (50%) felt that this document was not given enough attention by the headteachers. Records of work are critical to evaluation of teachers' work in respective classes, but headteachers seem to have ignored this fact for varied reasons; possibly heavy workload on the part of the headteachers. Moreover Flath (1989) noted that a typical principal performs an enormous number of tasks each day but only 11 percent relate to instructional

supervision. On supervision of stores and inventories, the results were as shown in Table 4.18.

Table 4.18

Supervision of stores records and inventories

Period	Frequency	Percent
Twice a Month	5	25
Twice a term	4	20
Once a term	11	55
Total	20	100

Findings in Table 4.18 revealed diverse frequencies on headteachers' ratings. Supervision of stores records and inventories could be quite challenging. It is also a duty that headteachers normally delegate and as such the headteacher only supervises occasionally. It could possibly be because they think it is not as important as other professional documents or they are deficient in this task. This concurs with the findings of one researcher, Omer (1996) who noted that headteachers who had not undergone in-service training were in need of further training in maintenance of school plant and equipment. Results on supervision of accounting records were as shown in Table 4.19

Table 4.19**Supervision of accounting records**

Interval	Frequency	Percent
Once a week	9	45
Twice a Month	8	40
Twice a term	2	10
Once a term	1	5
Total	20	100

Findings shown in Table 4.19 revealed that 85 percent of the headteachers supervised accounting records at least once every two weeks suggesting that accounting was one of those functions that the headteachers monitored very closely within the district. This trend could probably be because the headteachers are the accounting officers of their respective schools and are answerable to the Parents Teachers Association (PTA) and the MoE on all matters affecting income and expenditure in their respective schools. A smaller percentage (15%) either finds the task overwhelming due to other administrative and teaching duties or is deficient in carrying out the task hence not prioritizing it. As Wachira (1996) notes, headteachers face problems in finance management due to lack of pre-service, in-service and on- the -job training. She further recommended training in technical skills including accounting, book-keeping and auditing.

To determine the extent to which headteachers' gender influences the instructional supervision, Pearson's correlation coefficients were calculated on instructional supervision elements against gender. The results of the coefficient on the influence of headteachers' characteristics on instructional supervision were as shown in Figure 4.1.

Figure 4.1

Pearson's correlation coefficients on gender

	<i>Pearson's Correlation coefficient on gender</i>
i) <i>What is your gender?</i>	1
ii) <i>How often do you inform the teacher before you observe him/her teaching?</i>	.113
iii) <i>How often do you observe teachers as they teach?</i>	.315
iv) <i>How often do you discuss with the teacher after classroom observation?</i>	-.123
v) <i>Scheme of work</i>	-.266
vi) <i>Lesson notes</i>	-.508*
vii) <i>Lesson plans</i>	-.508*
viii) <i>Records of work covered</i>	-.450*
ix) <i>Class registers</i>	-.126
x) <i>Stores records and inventories</i>	.012
xi) <i>Accounting records</i>	.284

*. Correlation is significant at the 0.05 level (2-tailed).

Correlation coefficients are normally considered significant at a minimum of ± 0.5 and a maximum of 1.0. Figure 4.1 reveals that most of the activities being correlated to gender were insignificant except for lesson notes, records of work covered and lesson plans where female headteachers were more likely to ask for them as opposed to their male counterparts. This could be because most schools had higher female staff establishments. However the coefficients were too low at just slightly above ± 0.5 suggesting that the correlation was not strong enough to justify that female headteachers were any significantly different from their male counterparts on supervision of the said documents.

Whereas Koech (1994) disagrees, Omondi (2006) confirms this when he notes that female headteachers (71.3%) performed well in supervision. The study, therefore, established that there was no influence of headteachers' gender on their instructional supervision within the district.

4.5 Influence of headteachers' experience on instructional supervision.

The second research question sought to determine the extent to which headteachers' experience influenced their instructional supervision, Pearson's correlation coefficients were calculated on instructional supervision elements against headteachers' experience and the results of the coefficients were as shown in Figure 4.2.

Figure 4.2**Pearson's correlation coefficients on headteachers' experience**

	<i>Pearson's Correlation coefficient on headteachers' experience</i>
i) <i>How many years have you served as a head teacher?</i>	1
ii) <i>How often do you inform the teacher before you observe him/her teaching?</i>	-.171
iii) <i>How often do you observe teachers as they teach?</i>	.220
iv) <i>How often do you discuss with the teacher after classroom observation?</i>	.687**
v) <i>Scheme of work</i>	-.080
vi) <i>Lesson notes</i>	-.136
vii) <i>Lesson plans</i>	-.136
viii) <i>Records of work covered</i>	-.208
ix) <i>Class registers</i>	-.151
x) <i>Stores records and inventories</i>	.172
xi) <i>Accounting records</i>	-.294
xii) <i>Asking new teacher to introduce themselves</i>	-.018
xiii) <i>Consulting new teachers before placement</i>	.328
xiv) <i>Placing teachers in a class they enjoy teaching</i>	-.088
xv) <i>Involving teachers in formulating school rules and regulations</i>	-.031
xvi) <i>Involving teachers in defining and solving their teaching problems</i>	-.190
xvii) <i>Identifying problem areas in curriculum with the help of subject panel</i>	-.023
xviii) <i>Involving subject leaders in supervision in their areas of specialization</i>	-.078
xix) <i>Involving teachers in interviewing new students</i>	.266
xx) <i>Involving teachers in parent/community relations</i>	.506*
xxi) <i>Involving teachers in organizing important school events</i>	-.012
xxii) <i>Involving teachers in decision making on general matters concerning the school</i>	.275

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 4.2 reveals that most of the activities being correlated to headteachers' experience were insignificant except on "Involving teachers in parent/community relations" and on "discussions with teachers after classroom observation" which had significant Pearson's correlation coefficients of .506 and .687 respectively.

This finding shows that headteachers' experience did not significantly influence their instructional supervision except on discussions with teachers after classroom assessment where headteachers with more administrative experience discussed their findings with respective teachers. Mwiria (1995) showed a similar opinion when he noted lack of teaching and administrative experience had a great deal to do with management discrepancies.

4.6 Headteachers' professional qualifications and instructional supervision.

To establish the influence of headteachers' level of professional training on instructional supervision Pearson's correlation coefficients were calculated on instructional supervision elements against headteachers' level of professional training. The results of the coefficients were as shown in Figure 4.3.

Figure 4.3**Pearson's correlation coefficients on headteachers' professional training.**

	<i>Pearson's Correlation coefficient on headteachers' training</i>
i) <i>What is your level of professional training?</i>	1
ii) <i>Scheme of work</i>	-.221
iii) <i>Lesson notes</i>	-.146
iv) <i>Lesson plans</i>	-.146
v) <i>Records of work covered</i>	.095
vi) <i>Class registers</i>	-.316
vii) <i>Stores records and inventories</i>	-.236
viii) <i>Accounting records</i>	-.024
ix) <i>Asking new teachers to introduce themselves</i>	-.178
x) <i>Consulting new teachers before placement</i>	-.351
xi) <i>Placing teachers in a class they enjoy teaching</i>	-.525*
xii) <i>Involving teachers in formulating school rules and regulations</i>	-.212
xiii) <i>Involving teachers in defining and solving their teaching problems</i>	-.177
xiv) <i>Identifying problem areas in curriculum with the help of subject panel</i>	.307
xv) <i>Involving subject leaders in supervision in their areas of specialization</i>	.081
xvi) <i>Involving teachers in interviewing new students</i>	-.224
xvii) <i>Involving teachers in parent/community relations</i>	-.394
xviii) <i>Involving teachers in organizing important school events</i>	-.122
xix) <i>Involving teachers in decision making on general matters concerning the school</i>	-.102

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 4.3 reveals that headteachers favored placing teachers in the classes they were more comfortable teaching which had a coefficient of 0.525. However, the study established that most of the headteachers' supervisory activities were not

significantly correlated to gender, administrative experience or headteachers' level of professional training. This suggests that headteachers could be continually receiving in-service and on-the-job training on instructional supervision.

Wekesa (1993) confirms this when he states that the Kenya government is committed to providing sound and effective management and professional service in the administration, supervision and inspection and training programmes. As such the study concluded that there was no influence of headteachers' gender, administrative experience and level of professional training on their instructional supervision within the district.

4.7 Influence of headteachers' workload on instructional supervision.

To establish the extent to which headteachers' workload influences instructional supervision, the headteachers were asked several questions on their workload based on classroom teaching, dealing with parents and community, attending administrative meetings, observing teachers when teaching, checking teaching records, and dealing with casualties and monthly returns. On classroom teaching, the responses were as shown in Table 4.20

Table 4.20**Headteachers' work load and classroom teaching**

Intensity	Headteachers		Teachers	
	F	%	F	%
Very time consuming	17	85	51	32
Fairly time consuming	1	5	16	10
Less time consuming	2	10	90	57
Total	20	100	157	100

The study as shown in Table 4.20 observed that headteachers were involved in classroom teaching. Majority (85%) of the headteachers indicated this was the most time consuming exercise of all their tasks. This suggests that most of the headteachers in the district felt overworked which could be attributed to their handling of administrative duties alongside teaching work. Only 32 percent of the teachers agreed with this.

That headteachers found classroom teaching the most time consuming of all their tasks was denied by 57 percent of teachers who felt that headteachers' classroom teaching took less time. This was possibly because they taught fewer lessons. It could possibly be true that headteachers were not adequately exposed to effective time management patterns which led to an ad hoc operation making them feel overwhelmed by their duties. This notion is supported by Davies and Ellinson

(1992). The Results on dealing with parents and community were as shown in Table 4.21

Table 4.21

Workload and parents /community relations

Intensity	Headteachers		Teachers	
	F	%	F	%
Very time consuming	9	45	62	39
Fairly time consuming	6	30	26	16
Less time consuming	5	25	71	45
Total	20	100	159	100

Findings in Table 4.21 show that 55 percent of the headteachers did not find dealing with parents and community time consuming. This was confirmed by 61 percent of teachers. This was probably because parents visited the school only when need be and the communities were only involved on a predetermined schedule, for instance, a fundraiser or academic day. It could also be that the pupils are well disciplined and so parents are not commonly called on discipline issues of their children. Results on attendance to meetings were as shown in Table 4.22.

Table 4.22**Headteachers' workload and attendance to administrative meetings**

Intensity	Frequency	Percent
Fairly time consuming	1	5
Less time consuming	19	95
Total	20	100

Findings in Table 4.22 indicate that 95 percent of the headteachers did not find administrative meetings time consuming. This was probably because they only happened occasionally and whenever they happened, the headteachers were informed well in advance. On the other hand, staff meetings and school committees were scheduled well in advance.

On attending workshops, 85 percent of the teachers indicated that this was not time consuming. This was probably because most of the workshops and in service courses were scheduled over the school holidays. Results on headteachers' observation of teachers in classrooms were as shown in Table 4.23.

Table 4.23**Headteachers' workload and classroom observation**

Intensity	Headteachers		Teachers	
	F	%	F	%
Very time consuming	4	20	65	41
Fairly time consuming	5	25	16	10
Least time consuming	9	45	78	49
Did not respond	2	10	-	-
Total	20	100	159	100

On the time consumed by the headteachers supervising teaching in classrooms, Table 4.23 reveals that 45 percent of the headteachers and 51 percent of teachers indicated it was time consuming. Another 45 percent of headteachers felt it was a normal exercise, 10 percent possibly did not supervise teachers as they taught. These findings suggest that as much as headteachers workload is enormous, classroom observation is given priority. Headteachers could also be practicing effective time management as emphasized by some scholars. In line with this, Drucker (1970) postulated "time is also a unique resource... one cannot rent, hire, buy or otherwise obtaining more time. The supply of time is totally inelastic. No matter how high the demand, the supply will not go up...time is totally perishable and cannot be stored. Yesterday's time is gone forever and will never come back.

Time is therefore exceedingly in short supply. It is, therefore, of great importance that any which is available should be used to the best advantage.” Results on headteachers’ workload on staff matters were as shown in Table 4.24.

Table 4.24
Headteachers’ workload and teachers’ monthly returns

Intensity	Headteachers		Teachers	
	F	%	F	%
Very time consuming	8	40	65	41
Fairly time consuming	3	15	29	18
Less time consuming	9	45	65	41
Total	20	100	159	100

Table 4.24 shows that 55 percent of the headteachers consumed a lot of time writing casualties and filing monthly returns. Teachers (59%) shared the same sentiments. This could probably be an indicator of high teachers’ mobility in some schools within the district requiring regular updates of monthly returns and submission of casualties. It is a requirement of the Teachers Service Commission (TSC) as the employer of teachers that headteachers, who are resident agents of the TSC in their respective schools to update the commission on matters to do with its employees (teachers).

When the headteachers were asked to state their hindrances to effective instructional supervision, findings show that they experienced challenges with the teaching load which they were required to combine with managerial duties. As a result majority could not manage to supervise teachers on a more regular basis. They had similar sentiments about supervision of schools' accounting records.

To establish the extent to which headteachers' workload influences their instructional supervision. Pearson's correlation coefficients were calculated on instructional supervision elements against headteachers' workload. The results of the coefficients were as shown in Figure 4.4

Figure 4.4

Pearson's correlation coefficients on headteachers' workload.

	<i>Pearson's Correlation coefficient on headteachers' workload</i>
i) Classroom teaching	1
ii) Dealing with parents and community	.033
iii) Attending to meetings by TSC	-.340
iv) Attending to meeting by DEO	.099
v) Attending to meetings by AEO	-.059
vi) Holding staff meetings	.135
vii) Attending workshops	.040
viii) Observing teachers teaching	.529*
ix) Checking teaching records	.062
x) Staff matters including writing casualties and filling monthly returns	.118
xi) Holding meetings with school committee	.069

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 4.4 reveals that most of the activities being correlated to headteachers' workload were insignificant and not correlated to headteachers' workload except on observing teachers teaching in classrooms where headteachers with more workload tended to be effective in supervision of teachers in classrooms. This could be attributed to the fact that the headteachers with more workload were more likely to delegate some of their responsibilities to other staff and, therefore, could still have time to observe classroom teaching. This is an indication that classroom observation was given priority in the district. Ogunu (2005) cites lack of time as a challenge to school supervision, but majority of headteachers in Kasarani District disqualifies this probably due to better time management strategies.

4.8 Involvement of staff in management and instructional supervision?

On the extent to which headteachers' involvement of staff in management influences their instructional supervision the headteachers were asked several questions on their supervisory tasks including orientation of new teachers, consultation with teachers before placement, involvement of teachers in defining and solving their teaching problems, taking up supervisory duties and in parents/community relations. On whether headteachers informed new teachers of school goals and regulations, the results were as shown in Table 4.25

Table 4.25**Headteachers' induction of new teachers**

Rate of occurrence	Frequency	Percent
Always	15	75.0
Sometimes	3	15.0
Rarely	1	5.0
Never	1	5.0
Total	20	100.0

Findings in Table 4.25 reveal that 75 percent of the teachers always informed new teachers the school's goals and regulations. This finding suggests that newly posted teachers were given a good orientation and therefore found it easy to settle within the schools in the district. Teachers affirmed to this. Similarly 90 percent of the headteachers indicated clarifying teachers' duties regularly suggesting that the headteachers closely monitored the teachers' progress within the schools in the district. Orientation minimizes the frustration and conflict behavior. This function serves a psychological purpose by providing for a controlled and gradual development of teachers' confidence and ability.

The results on whether headteachers consulted their teachers before placements were as shown in Table 4.26.

Table 4.26**Headteachers' consultation of teachers before placements**

Rate of occurrence	Teachers		Headteachers	
	F	%	F	%
Always	56	35	14	70.0
Sometimes	66	42	6	30.0
Rarely	37	23	0	0
Total	159	100	20	100

That headteachers always consulted their teachers before placing them is confirmed by 35 percent of the teachers as indicated in Table 4.26. The rest (65%) indicate that is not the norm in schools in this district. This could be attributed to inadequate teaching staff in the schools leaving headteachers with no option but to distribute the workload in a manner that best suits a particular situation. However, only 23 percent were not consulted suggesting that headteachers applied participatory approaches to instructional leadership.

This is in line with Olembo, et al (1992) who stated that the organizational decision of where a particular teacher is to be placed and what duties should be assigned should reside to a considerable degree, at the level of school and be supervised appropriately. The teachers were also asked whether they were

involved in defining and solving teaching problems within their schools. The results were as shown in Table 4.27.

Table 4.27

Headteachers' involvement of teachers in solving teaching problems

Rate of occurrence	Teachers		Headteachers	
	F	%	F	%
Always	87	55	18	90.0
Sometimes	47	30	2	10.0
Rarely	25	15	0	0
Total	159	100	20	100

The study findings in Table 4.27 reveal that on average, teachers were involved in getting solutions to teaching problems in their respective areas of specialization. This suggests that headteachers in Kasarani District do give their teachers the opportunity to air their sentiments as well as strategize how to best solve them.

This creates a feeling of responsibility and embodiment of the teaching task by the teachers. Mbiti (1974) argued "a man performs his functions well when he is trusted by both his superiors and his colleagues". Mutual trust and confidence must exist if the headteacher is to succeed in the consultation function. The results on whether teachers were involved supervision were as shown in Table 4.28.

Table 4.28**Involvement of teachers in supervision by headteachers**

Rate of occurrence	Teachers		Headteachers	
	F	%	F	%
Always	57	36	8	40.0
Sometimes	51	32	10	50
Rarely	51	32	2	10.0
Total	159	100	20	100

Data revealed mixed reaction towards headteachers' delegation of supervisory duties as shown in Table 4.28. Minority (36%) of teachers were delegated this task. This could safely be attributed to the notably small number of deputy heads, senior teachers, subject panel heads and class teachers as compared to that of other teachers. On the other hand, headteachers could possibly decide to carry out this function without much delegation for varied reasons.

However, teachers are experts in their areas of specialization and could assist in critical areas such as examination development. Moreover, one of the functions of school supervision according to Olembo (1977), states "working with teachers to identify and analyze learning difficulties of students and helping in planning effective remedial instruction." Teachers were further asked if their headteachers involved them in community relations. The results were as shown in Table 4.29

Table 4.29**Headteachers' involvement of teachers in parent/community relations**

Rate of occurrence	Teachers		Headteachers	
	F	%	F	%
Always	45	28	12	60
Sometimes	70	44	8	40
Rarely	44	28	0	0
Total	159	100	20	100

The study findings shown in Table 4.29 established that out of the 159 teachers, 70 (44 %) indicated having been involved in community relations sometimes. This could probably be because official occasions where the school intermingled with the rest of the community were few; others such as academic days came once in a term while discipline cases would be minimal. However, Neagly and Evans (1974) noted that proper orientation of teachers to a school community is a vital supervisory function.

The study then proceeded to establish the extent to which headteachers' involvement of staff in supervision influenced their instructional supervision. Pearson's correlation coefficients were calculated on instructional supervision elements against headteachers' workload. The results of the coefficients were as shown in Figure 4.5.

Figure 4.5**Pearson's correlation coefficients on involvement of teachers in supervision**

	<i>Pearson's Correlation coefficient on headteachers' on involvement of teachers in supervision</i>
i) <i>Involving teachers in defining and solving their teaching problems</i>	1
ii) <i>Asking new teacher to introduce themselves</i>	-.111
iii) <i>Involving teachers in formulating school rules and regulations</i>	-.218
iv) <i>Consulting new teachers before placement</i>	.145
v) <i>Placing teachers in a class they enjoy teaching</i>	.192
vi) <i>Identifying problem areas in curriculum with the help of subject panel</i>	-.140
vii) <i>Involving subject leaders in supervision in their areas of specialization</i>	-.023
viii) <i>Involving teachers in interviewing new students</i>	.793**
ix) <i>Involving teachers in parent/community relations</i>	.068
x) <i>Involving teachers in organizing important school events</i>	-.076
xi) <i>Involving teachers in decision making on general matters concerning the school</i>	-.302

*. Correlation is significant at the 0.05 level (2-tailed).

Findings in Figure 4.5 reveal that most of the activities being correlated to headteachers' involvement of staff in management were insignificant and not correlated to headteachers' instructional supervision practices except on involving teachers in interviewing new students which had a significant coefficient of 0.793. The finding implied that headteachers in the district were more likely to be assessed on delegation of instructional supervision through involvement of

teachers in recruitment of new pupils in the schools. This is also an indicator of an ever growing enrolment in schools within the district with most of the teachers being involved due to the large numbers of new students.

4.9 Influence of headteachers' provision of resources on instructional supervision

The sixth research question sought to determine the extent to which headteachers' provision and management of material and physical resources influence their instructional supervision. Headteachers were asked several questions on materials and physical resources including teachers' guides, reference books, time tables, pupils' desks, teachers' tables and chairs. On provision of teachers' guides for teachers, the results were as shown in Table 4.30.

Table 4.30

Provision of teachers' guides

Adequacy	Headteachers		Teachers	
	F	%	F	%
Very adequately	17	85	66	41
Adequately	3	15	87	55
Rarely	0	0	6	4
Total	20	100	159	100

The findings in Table 4.30 reveal that headteachers rated themselves very high in providing teachers with teaching guides which was supported by a below average

number of teachers (41%). Majority of teachers (55%) were inadequately supplied with this important teaching material. Even though none of the headteachers indicated a rare supply of teachers' guides, six teachers were of a contrally opinion. It, therefore, follows that headteachers need to consult more with teachers and particularly subject panel heads to ascertain the deficiencies. They would possibly also need to supervise the distribution of the teachers' guides to ensure fairness. As Njooora (1988) notes, one way of motivating teachers in order to achieve goals is by providing teaching materials. On the provision of class timetables the results were as shown on Table 4.31.

Table 4.31

Provision of class timetable

Adequacy	Head teachers		teachers	
	F	%	F	%
Very adequately	18	90	74	47
Adequately	1	5	67	42
Rarely	0	0	11	7
Never	1	5	6	4
Total	20	100	159	100

Findings in Table 4.31 show that most headteachers (90%) felt that they provided class timetables very adequately which is supported by a below average percentage of teachers (47%). However, the minority (11%) of teachers were

either rarely or never provided with a class timetable. The table reveals that (95%) of headteachers adequately made this provision. This suggests that headteachers are conscious about a smooth coordination of events particularly in the classroom which in turn helps teachers and students manage their time effectively. As Drucker (1970) postulates, time is a unique resource and any which is available should be used to the best advantage. On how adequately headteachers provided desks for students in their schools, the results were as shown in Table 4.32.

Table 4.32

Adequacy of desks per student

Adequacy	Headteachers		Teachers	
	F	%	F	%
Very adequately	13	65	51	33
Adequately	7	35	85	54
Rarely	0	0	20	13
Never	0	0	3	2
Total	20	100	159	100

The availability of desks per student in schools within the district is adequately good as indicated in Table 4.32 by both headteachers and teachers with (100%) of headteachers and (87%) of teachers responding on the affirmative. When students are comfortably seated they learn better and teachers teach better. Eshiwani (1993) concurred with this view when he pointed out that schools that had best

facilities were among the achieving schools while those with inadequate facilities performed poorly.

When the headteachers were asked about the challenges they encountered in supervising instruction, teaching resources were notably mentioned. Findings show that free primary education and its admission policy, led to large enrolments throughout the year. This posed challenges on the resources available within the schools including facilities. Teacher-pupil ratio, headteachers stated was above one teacher to 40 pupils. Parents also posed a challenge in schools by not providing supplementary books and money needed by their children for lunch and uniforms. Some communities on the other hand were found to have negative attitude towards supporting the schools which sometimes led to truancy of pupils. On the probable mitigation against these challenges, headteachers stated that due to the increased enrollment of pupils, it was necessary to increase teaching staff and provide enough funds to ensure adequate teaching/learning materials and physical facilities. Further, they suggested transportation arrangement for teachers to and from school, and an all inclusive school feeding programme to ensure punctuation of teachers and pupils.

The headteachers also suggested exemption of the school managers from the day to day classroom teaching. This would enable them focus on managerial issues on a fulltime basis, they stated. In line with this suggestion, they proposed that subject panel heads should be empowered to assist in supervision and report to the

headteachers. However, it should not be forgotten that headteachers are teachers by profession and as such managerial duties need not overshadow their teaching function. A solution possibly lies on more effective time management strategies including delegation of duties, specification of duties, motivation and effective consultation with teachers.

Accounting work was also a bother to the headteachers given that most of them did not have accounting or Information Communication Technology (ICT) backgrounds. As a result, both headteachers and teachers suggested that the government deploys accounts clerks to schools to deal with government money to relieve headteachers of accounting duties. Alternatively, intensive training on accounting was necessary for the headteachers if they were to manage public funds.

To establish the extent to which headteachers' provision of physical and material resources influences their instructional supervision, Pearson's correlation coefficients were calculated and the results of the coefficients were as shown in Figure 4.6.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study. The general objective of the study was to investigate headteachers' characteristics influencing instructional supervision in public primary schools in Kasarani District, Kenya.

5.2 Summary of the study

The purpose of this study was to examine headteachers' characteristics influencing instructional supervision in public primary schools in Kasarani District. The researcher developed six research objectives from which research questions were drawn to be answered by the study. Related literature to instructional supervision was reviewed. A theoretical and conceptual framework was provided.

The study targeted the 25 public primary schools in the district. The study employed purposive sampling method to get 20 headteachers and stratified random sampling to get 160 teachers as the respondents. Two questionnaires were used to collect the required information. The number of questionnaires was 20 and the return rate was 100%. One hundred and sixty (160) questionnaires were administered to the teachers and 159 (95%) of them were returned. Data was analyzed using the Statistical Package for Social Sciences (SPSS) to process the

frequencies and percentages which were used to discuss the findings. Pearson's correlation coefficients were used to ascertain the significance of their influence where scores of over ± 0.5 were considered significant. The following were the findings of the study.

5.3 Summary of findings

On the first objective which was to determine the extent to which headteachers' gender influences their instructional supervision, the study revealed that majority of the headteachers supervised their teachers' teaching in classrooms. It was also established that majority of the headteachers delegated this role to their deputies and subject panel heads. Majority of the headteachers discussed the results with the teacher after classroom observation, supervised schemes of work, lesson notes and plans, supervised records of work covered, accounting records and class registers. However, the study established that most of these activities were not correlated to gender.

On the second objective which was to determine the extent to which headteachers' experience influences their instructional supervision, the study findings show that most of the activities being correlated to headteachers' experience were insignificant except for teachers' involvement in parents and community relations, and on discussions with teachers after classroom observation where more experienced headteachers were likely to involve other teachers.

The third objective was to establish the influence of headteachers' level of professional training on instructional supervision. The study established that most of the supervisory activities done by the headteachers were not significantly correlated to headteachers' level of professional training, except on placement of teachers where more advanced headteachers in terms of professional training favored placing teachers in the classes they were more comfortable teaching.

The fourth objective was to establish the extent to which headteachers' workload influences their instructional supervision. The study established that most of the headteachers were involved in classroom teaching and that this was the most time consuming exercise of all their tasks. However, majority of the teachers denied this. Further, majority of headteachers did not find dealing with parents and the community time consuming. On attending workshops, majority of the head teachers indicated that this was not time consuming. Most headteachers consumed a lot of time writing casualties and filing monthly returns. However, most of these supervisory activities were not significantly related to headteachers' workload.

On the fifth objective which was to determine the extent to which headteachers' involvement of staff in management influences their instructional supervision. The study established that majority of the headteachers always informed new teachers of school goals and regulations. Most of the headteachers also clarified teachers' duties regularly and supervised the maintenance of teaching materials and facilities in their respective schools within the district.

The sixth objective was to determine the extent to which headteachers' provision and management of material and physical resources influences their instructional supervision. The study findings show that majority of the headteachers always provided reference books, class time tables, and note books for their respective teachers and pupils. The headteachers further, provided teachers' guides, enough desks for the pupils and tables and chairs for the teachers.

5.4 Conclusions

1. Headteachers executed their instructional supervision effectively. Most of their supervisory activities were not correlated to gender and therefore the study concluded that there was no influence of headteachers' gender on instructional supervision within the district.

2. Findings show that supervisory activities were not significantly related to headteachers' experience and level of professional training. This study therefore concluded that there is no influence of headteachers' administrative experience and level of professional training on instructional supervision.

3. Headteachers' workload does not significantly influence their instructional supervision. Headteachers have embraced delegation of some of their administrative duties to allow them time to carry out classroom observation. Most of the headteachers did not have accounting backgrounds to manage public funds and accounting work was overwhelming for them. The study, therefore,

concluded that headteachers were not adequately exposed to accounting knowledge and time management strategies.

4. Headteachers involved teachers in management duties through delegations and consultations. Supervisory activities correlated to involvement of staff in management duties by headteachers did not significantly influence instructional supervision. The study, therefore, concluded that there was no influence of headteachers, involvement of staff in management on their instructional supervision.

5. This study established that provision of material and physical resources was adequately done and, therefore did not have significant influence on headteachers' instructional supervision. However, due to the increased enrolment of pupils, the study concluded that it was necessary to increase teaching staff and provide more funds to cope with the ever growing enrolments.

5.5 Recommendations

1. The study recommends that the Ministry of Education deploys qualified accounts clerks to schools to deal with government funding disbursed to schools. The study findings show that most of the headteachers did not have accounting background to manage public funds. Financial reporting was a bother to them and made most of them complain of being overworked. The Ministry of Education could alternatively formulate

intensive training on accounting knowledge to enhance headteachers' competence in handling school financial reporting.

2. That TSC provides avenues of promoting teachers to administrative positions on an equal basis to both genders. The study findings show that majority of the headteachers executed their instructional supervision effectively and most of these activities were not correlated to gender. There was no influence of headteachers' gender on their instructional supervision within the district.
3. That Ministry of Education revises the school funding commensurate to the number of pupils enrolled in schools. The study found out that Free Primary Education and its admission policy also led to large enrolments in the district which posed challenges on the resources available within the schools. It was necessary to increase the teaching staff and provide funds to ensure adequate provision of material and physical resources, and proper management of such resources.

5.6 Suggestions for further research

The study observed that further research would be necessary to:-

1. Identify the reasons behind the perennial poor performance of schools in KCPE in the district since this study ruled out the headteacher characteristics as the possible course of the poor performance.
2. Investigate the workload components of the headteachers with a view of recommending delegation and reallocation of excess tasks to deputy headteachers, senior teachers and subject heads.

REFERENCES

- Acheson, A. K., & Gall, M. D. (1987). *Technique in the clinical supervision of teachers*. New York: Longman.
- Adhola, S. (1987). *A Survey of the Role of Secondary School Headteachers in Kenya in the 1980s: Strategies for the Future*: PGDE, University of Nairobi.
- Anyango, S. O. (2007). *Instructional Supervisory Functions of Headteachers in Public Primary Schools in Starehe Division*. Unpublished M.Ed. Project, University of Nairobi.
- Best, J., & Kahn J. V. (1989). *Research in Education (6thed.)*. New Jersey: Eaglewood Cliffs.
- Betarlanffy, L. (1968). *General Systems Theory in Miller (2006) Organizational Communication: Approaches and Processes*. USA: Holl J. Allen.
- Blasé, J., & Blasé, J. (2004). *Empowering Teachers: What Successful Principals do (2nd Ed.)*. Thousand Oaks, California: Corwin Press.
- Borg, W. R., & Gall, M. D. (1989). *Educational Rresearch: Introduction(4th ed.)*.New York: Longman Publishers.
- Borg, W. R. (1996). *Applying Educational Research: A Practical Guide for Teachers*. New York: Longman Publishers.
- Bulinda, D. M. (1999). *Secondary School Teachers' Perceptions of Principals' Participatory Leadership styles: A Case Study of Public Secondary Schools in Kakamega District, Kenya*. Unpublished M.Ed Thesis, University of Nairobi.
- Clegg, C. & Billinton, L. (1994). *Effective curriculum management*. New York: Longman.
- Cohen, R. L. (1985). *Procedural Justice and Participation: Human Relations*.
- Davies, B., & Ellison, E. (Ed) (1992). *Educational Management for 1990s*. Essex: Longman UK Ltd.
- Drucker, P. (1970) *The Effective Executive*, Pan Business Management Books. Suffolk: Pan Books.

- Dull, W. L. (1981). *The successful supervisor in Government and Business*. London: Sir Isaac Pitman and Sons Ltd.
- Eshiwani, G. S. (1983). *Factors Influencing Performance Among Primary Pupils in Western Kenya: A Policy Study*. BER, Kenyatta University College.
- Flath, B. (1989). *The Principal and Instructional Leader*. *ATA magazines*, 69(3).
- Gay, L. (1992). *Educational Research: Competence for Analysis and Application 4th Edition*. New York: Macmillan Publisher.
- Goldhammer, R., Anderson, R. H., & Krajewski, R. J. (1980). *Clinical Supervision (2nd Ed.)* New York: Macmillan Publishers.
- Harris, A. (1975). *Teaching and Learning in the Effective School*. Ashgate: England Publishing Ltd.
- Heyneman, S. P. (1976). *Influences on academic achievement: A comparison of results from Uganda and more industrialized societies*. *Sociology of Education*, 49(3), 200-211.
- Kamindo, N. M. (1998). *Headteachers Instructional Supervisory Function in Private and Public schools Ngong Division Kajiado District*. Unpublished M.Ed.Thesis, Kenyatta University.
- Kimeu, J. M. (2010). *Influence of Secondary School Principals' Instructional Supervision Practices on KCSE Performance in Kasikeu, Kenya*. Unpublished M.Ed.Project, University of Nairobi.
- Koech, A. (1994). *Assessing the Professional and Development Needs of Secondary School Headteachers in Kenya*. Unpublished Master of Arts Thesis, Halifax: Dalhousie University.
- Kombo, D. K., & Tromp D. L. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publications Africa.
- Koskei, R. (2004). *A Study on Constraints Affecting Implementation of FPE in Public Primary Schools in Nairobi Province*. Unpublished M.Ed Project University of Nairobi.
- Kowalchuk, T. M. (1990). *Core Competencies for Principals. The Canadian School Executive*.

- Launders, T. J., & Myers, J. G. (1977). *Essentials of School Management*. Philadelphia: Saunders.
- Lucio W., & McNeil, J. D. (1976). *Secondary School Administration*. New Delhi: Sterling Publishres Ltd.
- Mbiti, D. M. (1974). *Foundations of School Administration*. Nairobi: Oxford University Press.
- Miller, K. (2006). *Organizational Communication: Approaches and Processes*. (4thed). USA: Holl J. Allen.
- Ministry of Education. (1987). *A Manual for Heads of Secondary Schools in Kenya*. Nairobi: Government Printer.
- Morris, B. (1975). *School Inspection and Supervision: National Foundation of Educational Research in England and Wales*. Education Abstract vol. 8.5, Unesco.
- Muchiri, P. W. (1998). *A Study of Participatory Processes used by Headteachers to Enhance Student Discipline in Public Secondary Schools in Nairobi, Province*. Unpublished M.Ed Thesis, University of Nairobi.
- Mugenda, O., & Mugenda, A. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: African Centre for Technology Studies.
- Muoka, V. (2007). *The Role of Headteachers in Instructional Supervision in public Secondary Schools in Mwala Division, Machakos*. Unpublished M.Ed Project, University of Nairobi.
- Musani, E. C. (2007). *Challenges facing Headteachers in Management of the Teaching Personnel: A Study of Public Secondary Schools in Mt.Elgon, Kenya*. Unpublished M.Ed Project, Kenyatta University.
- Mutua, M. W. (1988). *A Profile of Supervisory and Inspectorial Practices used by Inspectors and Headteachers in Management of Primary Schools Education in Machakos District*. Unpublished M.Ed. Thesis, Kenyatta University.
- Mwiria, K. (1995). *Constraints and Challenges to Effective Primary School Management in Eriteria*. Unpublished Study for UNICEF and Ministry of Education, Eriteria.

- Nakitare, C. (1980). *A Critical Study of Supervisory Practices in Kimilili Division of Bungoma District*. Unpublished M. Ed. Thesis, University of Nairobi.
- Neagle, R. L., & Evans, N. D. (1974). *Handbook for Effective Supervision of Instruction*. New Jersey: Prentice Hall, Englewood Cliffs.
- Njooora, J. G. (1988). *An Investigation into the Instructional Supervisory Practices Used by Headteachers in Northern Division of Nairobi District*. Unpublished M.Ed. thesis, Kenyatta University.
- Oguniyi, O. (1974). *The Training of Educational Administrators in Africa*, Edu Africa Vol.1 No.2, Dakar, UNESCO 39-58
- Ogunu. M. A. (2005). *Introduction to Educational Management*. Benin City: Mabogon Publishers.
- Okumbe, J. A. (1998). *Educational Management: Theory and Practice*. Nairobi: Nairobi University Press.
- Olembo, J. O. et al (1992). *Management in Education*. Nairobi: Educational Research Publications.
- Olembo, J. O. (1977). *Education Management and Supervision in Kenya Schools*. Nairobi: Kenyatta University.
- Omer, S. W. (1996). *A Study on Administrative Training Needs of Secondary School Headteachers in Kisumu District*. Unpublished M.Ed Thesis, University of Nairobi.
- Omondi, E. A. (2006). *The role Performance of Female Headteachers in Public Primary Schools in Bondo District* .Unpublished M.Ed thesis, Kenyatta University.
- Onyango, G. A. (2001). *Competencies Needed by Secondary School Headteachers and Implications for Pre-service and In-srevice education. A Case Study of Nairobi and Kakamega District, Kenya*. Unpublished Ph.D Thesis, Kenyatta University.
- Orodho, J. A. (2005). *Techniques of Writing Research Proposals and Reports*. Nairobi: Reata Printers.
- Republic of Kenya. (1980). *Laws of Kenya*. Nairobi: Government Press.

- Republic of Kenya. (1988a). *Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond*. Nairobi: Government Printer.
- Republic of Kenya. (1988c). *Ministry of Education, Sessional Paper No. 6 on Education and Manpower training for Next Decade and Beyond*. Nairobi: Government Printer.
- Republic of Kenya. (2002). *Handbook for School Inspection*. Nairobi: Government Printer.
- Republic of Kenya. (2004). *National Development Plan 2002-2008: National Bureau of Statistics*. Nairobi: Government Printer.
- Republic of Tanzania. (2005). *Tanzania Ministry of Education and Vocational Training*. Dar es Salaam.
- Robison, N. (1969). *Principals and Teachers Supervisory Relationships: Problems and Perspectives*. Department of Educational Administration, University of Alberta, Edmonton.
- Sifuna, D. (1974). *Some Factors Affecting the Quality of Teacher Education in Africa, vol. 4*.
- Von Bertalanffy, L. (1973), *General System Theory (Revised Edition)*. New York: George Braziller.
- Wachira, J. N. (1996). *Preparation of Secondary School Headteachers and their Implications on their Administrative Performance. A Case for Nairobi Province*. Unpublished M.Ed Thesis, Kenyatta University.
- Wekesa, G. W. (1993). *The Impact of Headteachers' Instructional Leadership on Student Academic Achievement in Kenya*. Unpublished Dissertation, Teachers College, Columbia University.

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION TO THE RESPONDENTS

P. O. BOX 92

Kikuyu

15/05/2012

Dear respondent,

REF: RESEARCH

I am a student at University of Nairobi carrying out a research on “Headteachers’ Characteristics Influencing Instructional Supervision in public primary schools in Kasarani District.” Your school has been selected for the study. The purpose of this letter is to request you to allow me to carry out the study. Be assured that your identity as the person giving information will be given the confidentiality it deserves and that the information will be used only for the purpose of this study.

Kindly be as honest as you can in your responses and attempt all questions.

Gilda Macharia

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is designed to gather information on headteachers' characteristics influencing instructional supervision in public primary schools in Kasarani District. The information you give will be used only for the purpose of this study. Please respond to all items. Tick (✓) appropriately.

SECTION A

1. What is your gender? Male [] Female []

2. How many years have you served as a head teacher?
1-5 years [] 6-10 years [] 11-15 years []
16-20 years [] 21-25 years [] over 25 years []

3. What is your teaching experience?
Less than 5 years [] 5-10 years [] 10-15 years []
15-20 years [] 20-25 years [] over 25 years []

4. What is your highest academic qualification?
M. Ed [] B. Ed [] 'A' level [] 'O' level []

5. What is your level of professional qualification?
Graduate [] ATS I [] ATS II []
ATS III [] P I []

6. How many in-service courses have you attended as a headteacher?
Over 10 [] 7-10 [] 4-6 []
1-3 [] None []

7. What is the size of your school? *following supervisory activities?*

- Single stream [] Double stream []
 Three streams [] Four streams []

SECTION B

The following questions relate to Instructional supervision.

8. How often do you observe teachers as they teach?

- Once a week [] Once a month []
 Once a term [] Twice in a year []

9. How often do you inform the teacher before you observe him/her teaching?

- Always [] Sometimes []
 Rarely [] Never []

10. How often do you discuss with the teacher after classroom observation?

- Always [] Sometimes []
 Rarely [] Never []

11. How often do you check the following documents? Tick (✓) appropriately for each statement.

	Once a week	Twice a term	Once a term	Never
i) Schemes of work				
ii) Lesson notes and plans				
iii) Lesson plans				
iv) Records of work covered				
v) Class registers				
vi) Stores records and inventories				
vii) Accounting records				

12. How often do you engage in the following supervisory activities?

	Always	Sometimes	Rarely
i) Asking new teachers to introduce themselves			
ii) Introduce new teacher to other members of staff			
iii) Consulting new teachers before placement			
iv) Placing teachers in a class they enjoy teaching			
v) Involving teachers in formulating school rules and regulations			
vi) Involving teachers in defining and solving their teaching problems			
vii) Identifying problem areas in curriculum with the help of subject panels			
viii) Involving subject leaders in supervision in their area of specialization			
ix) Involving teachers in interviewing new students			
x) Involving teachers in parents/community relations			
xi) Involving teachers in organizing important school events			
xii) Involving teachers in decision making on general matters concerning the school			

13. In a range of 1-7, rank the following tasks from the most time consuming to the least time consuming by ticking appropriately.

Key: 1- Most time consuming 5- Least time consuming

	1	2	3	4	5
i) Classroom teaching					
ii) Dealing with parents and community					
iii) Attending to meetings by TSC					
iv) Attending meetings by DEO					
v) Attending meetings by AEO					
vi) Holding staff meetings					
vii) Attending workshops					
viii) Holding staff meetings					
ix) Observing teachers teaching					
x) Checking teaching records					
xi) Staff matters including writing casualties and filling monthly returns					
xii) Holding meetings with school committee					

14. How often do you carry out the following supervisory duties in your school?

	Always	Sometimes	Rarely	Never
i) Inform new teachers of school goals and regulations				
ii) Clarify teachers' duties				
iii) Encourage teachers to promote themselves through further studies				
iv) Recognize and reward teachers who do well				
v) Establish good relationship with teachers				
vi) Ensure good interpersonal relations and that teachers feel secure in their job				
vii) Provide a school timetable for smooth coordination of teaching				
viii) Provide in-service courses for teachers with assistance from other educators				
ix) Supervise maintenance of teaching materials and facilities				

15. How adequately do you provide teachers with the following resources?

	Very adequately	Adequately	Rarely	Never
i) Reference books				
ii) Teacher's guides				
iii) Note books				
iv) Class timetables				
v) Teachers' timetables				
vi) Enough desks per student				
vii) Teacher's table and chair in every classroom				

16. Please list those factors which greatly hinder you from carrying out effective instructional supervision. _____

17. What suggestions do you think can improve schools' supervision in the district? _____

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on headteachers' characteristics influencing instructional supervision in public primary schools in Kasarani Division. The information you give will be used only for the purpose of this study. Kindly, tick (✓) appropriately.

SECTION A

1. What is your gender? Male [] Female []
2. What is your highest academic qualification?
M. Ed [] B. Ed [] 'A' level [] 'O' level []
3. What is your level of professional qualification?
Graduate [] ATS I [] ATS II []
ATS III [] P I []
4. What is your teaching experience?
1-5 years [] 6-10 years [] 11-15 years []
15-20 years [] Above 20 years []
5. How long have you been a teacher in your current school?
1-5 Years [] 6-10 years [] 11-15 years []
16-20 years [] 21-25 years [] Above 25 year []
6. What is your status in the school?
Deputy headteacher [] Senior teacher []
Subject panel head [] Subject teacher []

SECTION B

The following questions relate to instructional supervision.

7. How often does the head teacher check your professional documents listed in the table below?

	Once a week	Twice a term	Once a term	Never
i) Schemes of work				
ii) Lesson notes				
iii) Lesson plans				
iv) Class register				
v) Records of work covered				

8. In a bracket of 1-5, how would you rate the following duties of the headteacher in relation to the time used in each of them?

Key: 1- Least time 5- Most time

	1	2	3	4	5
i) Classroom teaching					
ii) Dealing with parents and community members					
iii) Attending to meetings by TSC					
iv) Attending to meetings by DEO					
v) Attending to meetings by AEO					
vi) Holding staff meetings					
vii) Attending workshops					
viii) Observing teachers teaching					
ix) Checking teaching records					
x) Staff matters including writing casualties and filling monthly returns					

9. How many times since January 2010 have you been observed by your headteacher while teaching?

1 []

2 []

3 []

4 []

5 and above []

NONE []

10. How often are you involved in the following functions in your school?

	Always	Sometimes	Rarely
i) Consulted before placement			
ii) Placed in a class you enjoy teaching			
iii) Involved in formulating school rules and regulations			
iv) involved in defining and solving your teaching problems			
v) Involved in identifying problem areas in the curriculum			
vi) Involved in supervision in your area of specialization			
vii) Interviewed new students			
viii) Involved in parents/community relations			
ix) Involved in organizing important school events			
xi) Attended workshops			
xii) Attended short courses			
xiii) Taken up a supervisory duty delegated by the headteacher			

11. How adequately are you provided with the following teaching resources?

	Very adequately	Adequately	Rarely	Never
i) Reference books				
ii) Teacher's guides				
iii) Note books				
iv) Class timetables				
v) Teacher's timetable				
vi) Enough desks per student				
vii) Teacher's table and chair in every classroom				

12. How often are the following functions carried out in your school by the headteacher?

	Always	Sometimes	Rarely	Never
i) Informing new teachers of school goals and regulations				
ii) Clarifying teachers' duties				
iii) Encouraging teachers to promote themselves through further studies				
iv) recognizing and rewarding teachers who do well				
v) Establishing good relationship with teachers				

	Always	Sometimes	Rarely	Never
vi) Ensuring good interpersonal relations and that teachers feel secure in their job				
vii) Providing a school timetable for smooth coordination of teaching				
viii) Providing in-service courses for teachers with assistance from other educators				

13. Please list down areas you think the headteacher needs to give more attention when supervising instruction. _____

14. What suggestions do you think can improve headteachers' instructional supervision in public primary schools in the district? _____

APPENDIX IV

DISTRICT ORDER OF MERIT IN KCPE ANALYSIS 2009-2011

	2009	2010	2011
Langata	262.00	254.52	250.61
Westlands	262.00	260.07	219.44
Makadara	242.35	243.49	198.18
Embakasi	242.03	241.31	205.95
Kamukunji	239.07	233.47	169.71
Starehe	231.83	224.34	199.58
Kasarani	229.96	229.80	193.58
Dagoretti	218.68	215.43	216.60
Njiru	–	–	233.36

Source: City Council of Nairobi, Education Department (2011)

APPENDIX V

AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241345
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318245
When replying please quote
secretary@ncst.go.ke

P.O. Box 30613-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/562

Date: 18th May, 2012

Gilda Wawira Macharia
University of Nairobi
P.O BOX 40197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional and headteachers characteristics influencing instructional supervision in public primary schools in Kasarani District Kenya*" I am pleased to inform you that you have been authorized to undertake research in Nairobi Province for a period ending *30th July, 2012*.

You are advised to report to the **District Commissioner and the District Education Officer of Kasarani District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy** of the research report thesis to our office.


DR. M.K. RUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kasarani District

APPENDIX VI

RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. NCST/RCD/17/012/51

Date of issue 18th May 2012

Fee received KSh. 1000

THIS IS TO CERTIFY THAT

Prof/Dr/Mr/Mrs/Miss/Institution

Gilda Wawira Macharia

Of (Address) University of Nairobi

P.O. Box 4019/00100

NAIROBI

Has been permitted to conduct research in

Location

Kasarani

District

Nairobi

Province

On the topic: Institutional and headteachers

characteristics and emerging institutional

supervisor in public primary schools in

Kasarani District, Kenya

Applicant's

Signature

Secretary

National Council

for Science and Techn

For a period ending 30th July 2012

